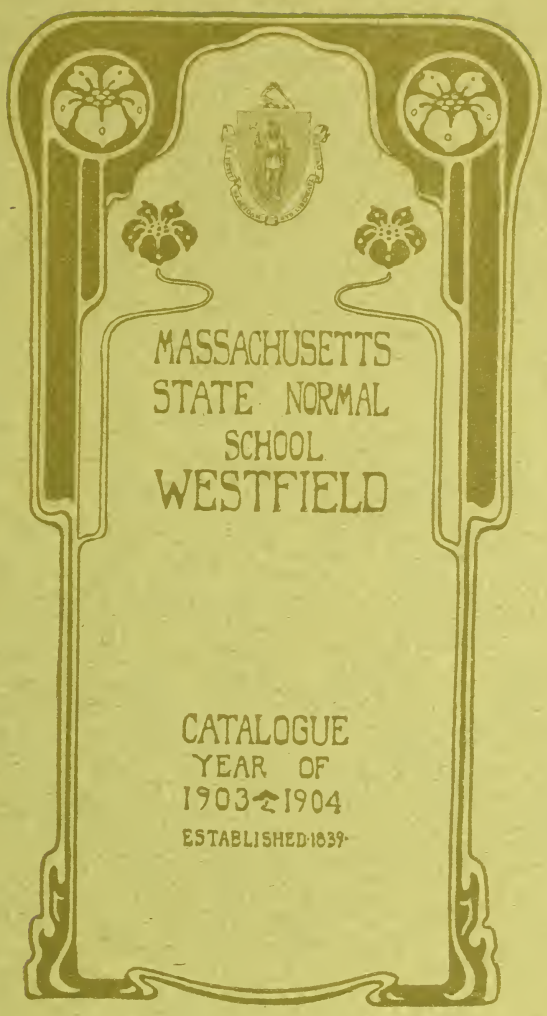
MASSACHUSETTS
STATE NORMAL
SCHOOL
WESTFIELD
CATALOGUE
YEAR OF
1903 1904
ESTABLISHED 1839

WITH COMPLIMENTS OF

CLARENCE A. BRODEUR

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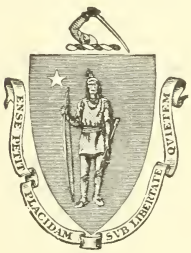
CATALOGUE AND CIRCULAR OF INFORMATION

MASSACHUSETTS
STATE NORMAL SCHOOL

WESTFIELD

ESTABLISHED 1839



1903-1904

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NEW NORMAL SCHOOL BUILDING.

STATE BOARD OF EDUCATION.

Established 1837.

His Excellency JOHN L. BATES.

His Honor CURTIS GUILD, Jr.

		TERM EXPIRES.
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Clinton Q. Richmond, A.B.,	North Adams,	May 25, 1905.
George I. Aldrich, A.M.,	Brookline,	May 25, 1906.
Elmer H. Capen, D.D., LL.D.,	Tufts College,	May 25, 1907.
Albert E. Winship, Litt.D.,	Somerville,	May 25, 1908.
George H. Conley, A.M.,	Boston,	May 25, 1909.
Caroline Hazard, A.M., Litt.D.,	Wellesley,	May 25, 1910.
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E. Abbe Clark,	Fifth grade.
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Frances L. Foster,	Third grade.
Florence P. Axtelle,	Second grade.
Eunice M. Beebe,	First grade.
Emma L. Hammond,	Kindergarten.

ALUMNI ASSOCIATION OF THE WESTFIELD NORMAL SCHOOL.

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The next regular triennial meeting of the Association will be held Saturday, June 18, 1904.

CALENDAR FOR 1904–1905.

SPRING RECESS.

From 12 M. on Friday, March 18, 1904, to Tuesday, March 29, at 9 A.M.

SPRING TERM.

March 29, 1904, to Friday, June 17, 1904, at 4 P.M.

TRIENNIAL REUNION.

Saturday, June 18, 1904.

CLASS DAY.

Monday, June 20, 1904, at 2 P.M.

GRADUATION.

Tuesday, June 21, 1904, at 2 P.M.

FIRST ENTRANCE EXAMINATION.

Thursday and Friday, June 23 and 24, 1904, at 9 A.M.

SECOND ENTRANCE EXAMINATION.

Tuesday and Wednesday, Sept. 6 and 7, 1904, at 9 A.M.

BEGINNING OF SCHOOL YEAR.

Thursday, Sept. 8, 1904, at 9 A.M.

THANKSGIVING RECESS.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9 A.M.

CHRISTMAS RECESS.

From Friday, 4 P.M., Dec. 16, 1904, to Tuesday, Jan. 3, 1905, at 9 A.M.

SPRING RECESS.

From 12 M. on Friday, March 17, 1905, to Tuesday, March 28, 1905, at 9 A.M.

GRADUATION.

Tuesday, June 27, 1905, at 2 P.M.

SPECIAL NOTICE.

Entrance examinations on the dates given above begin at 9 A.M., in the assembly hall. Candidates are to be present at the opening on the first day. They should come prepared to stay in September. If pupils are obliged to stay over night during the June examinations, accommodations may be had at Dickinson Hall.

The school is in session every week day, except Monday; on Saturdays, school closes at noon.

WESTFIELD NORMAL SCHOOL.

HISTORICAL SKETCH.

With the single exception of the Framingham Normal School, which was first opened at Lexington July 3, 1839, the Westfield Normal School is the oldest in America. It was established at Barre, Sept. 4, 1839, and was transferred to Westfield in 1844. The total number of pupils admitted to this school is 4569, of whom 496 have been men. Since 1855, the date of the first formal graduation, 1807 students have received diplomas on the completion of the prescribed course of study.

LOCATION.

Westfield, a beautiful town of more than 12,000 inhabitants, is located on the main line of the Boston & Albany Railroad, and on the Northampton division of the New York, New Haven & Hartford Railroad. Springfield is distant but nine miles, Holyoke ten, Chicopee twelve, and Northampton sixteen. Electrics run from the railroad stations past the school and connect Westfield with Springfield and Holyoke. The service is excellent, and the program of recitations is so arranged that most pupils residing in adjoining cities and towns can live at home.

Westfield is noted for its fine streets, overarched by stately elms, and for the beauty of the surrounding country. Facilities for healthful exercise, as well as for the out-door study of geography and natural science, are abundant.

BUILDINGS AND GROUNDS.

The normal school building was occupied for the first time April 18, 1892. It is a beautiful and commodious structure

of red brick, with trimmings of brown stone and Romanesque portals, is 140 feet long and 118 feet deep, and contains accommodations for 175 normal students, as well as for 120 pupils of the training schools.

The entire building is finished in the best selected quartered oak. The chemical, physical, geological and mineralogical, and biological laboratories are liberally supplied with the best of modern apparatus and appliances and with an abundance of specimens for study.

The art room affords excellent opportunities for training in drawing. In addition, several well-lighted studios, plentifully supplied with casts, models, and copies, are available for individual work.

Adjoining the main assembly hall is a convenient library of well-selected books for use in all departments of the work of the school.

The sloyd room is equipped with nineteen benches and with all tools and material necessary for instructing normal students in a most comprehensive course of manual training for elementary schools.

The gymnasium is large and well lighted and is provided with all apparatus for class work as well as for individual exercise.

In a word, no school building in the State has a more complete equipment for preparing teachers to fill positions in the best of modern schools.

The ample grounds adjoining the school afford opportunity for lawn tennis, basket-ball, and for general exercise.

Dickinson Hall is a pleasant and comfortable dormitory and boarding hall, located adjacent to the school building, and containing accommodations for 70 students. A fuller description may be found on page 39, under the caption "Dickinson Hall."

TRAINING SCHOOLS.

In the normal school building are four rooms, accommodating 120 pupils of the kindergarten and primary grades of the public schools.

STATE NORMAL TRAINING SCHOOL.

The State has erected a new training school building, at a cost of $45,000, on the site of the old normal school on Washington street, within a stone's throw of Dickinson Hall. This building contains ten class-rooms, with ample accommodations for 450 children from grades four to nine inclusive, a large library, principal's office, teachers' room, an assembly hall with seats for 500, play-rooms, bicycle room, and is furnished with an electric time service and a liberal equipment for the teaching of geography and nature study.

There are available for training purposes, in both buildings, 14 rooms, containing more than 550 pupils.

The pupils of the senior class of the normal school are divided into three sections, each section devoting the entire time of one term of thirteen weeks to observation and teaching in the training schools under expert supervision. No ampler provision for training teachers for the actual work of their profession has been made by any normal school in the country.

GENERAL AIM OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school and the course of studies for the State normal schools, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined: —

1. By their standing in a physical examination.
2. By their moral character.
3. By their high school record.
4. By a written examination.
5. By an oral examination.

PHYSICIANS' CERTIFICATES AND PHYSICAL EXAMINATIONS.

Every candidate is required to present a certificate from a reliable physician stating that he or she is physically fitted to undertake the contemplated course of study, and giving information as to any physical weakness the candidate may have.

The State Board of Education adopted the following vote March 7, 1901 : —

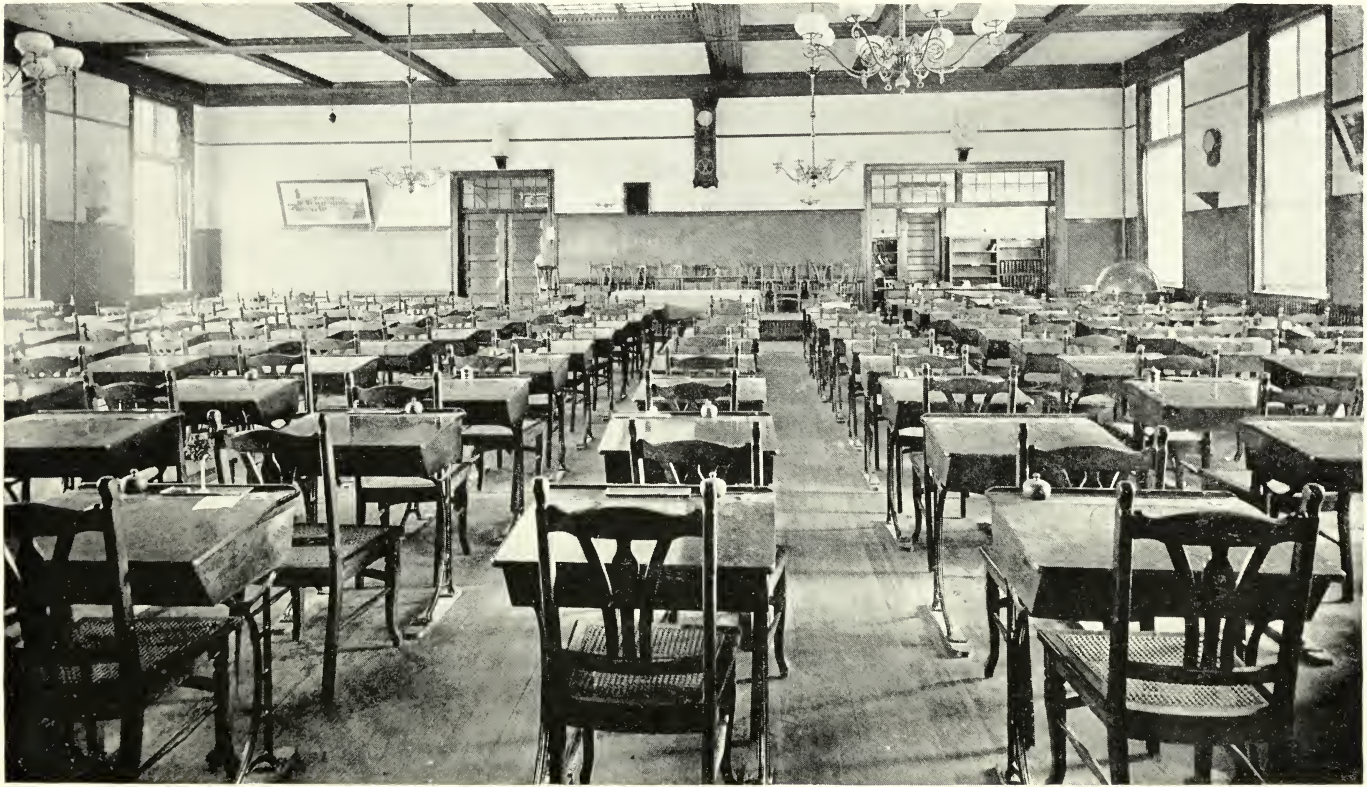
That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

HIGH SCHOOL RECORD.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though



ASSEMBLY ROOM.

they should pursue studies to an extent not insisted on, or take studies not prescribed in the admission requirements.

The importance of a good record in the high school cannot be overestimated. **Principals are requested to furnish the normal schools with records of the high school standing of candidates.** The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

WRITTEN EXAMINATION.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II., and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (five papers with a maximum time allowance of eight hours) : —

I. **Language.** — (a) English, with its grammar and literature, and (b) either Latin or French.

II. **Mathematics.** — (a) The elements of algebra and (b) the elements of plane geometry.

III. **United States History.** — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. **Science.** — (a) Physiology and hygiene and (b and c) any two of the following : physics, chemistry, physical geography, and botany, provided one of the two selected is either physics or chemistry.

V. **Drawing and Music.** — (a) Elementary mechanical and freehand drawing, with any one of the topics, — form, color, and arrangement, and (b) music.

ORAL EXAMINATION.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matter within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS.

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS.

I. Language.

(a) English. — The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England and now quite generally adopted throughout the United States.

1. Reading and Practice. — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set

before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book **properly certified by his instructor**, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are : —

1903–1905. — Shakespeare's **The Merchant of Venice** and **Julius Cæsar** ; **The Sir Roger de Coverley Papers in The Spectator**; Goldsmith's **The Vicar of Wakefield**; Coleridge's **The Ancient Mariner**; Scott's **Ivanhoe**; Tennyson's **The Princess**; Lowell's **The Vision of Sir Launfal**; George Eliot's **Silas Marner**; Carlyle's **Essay on Burns.**

2. **Study and Practice.** — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form, and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar and questions on the leading facts in those periods of English literary history to which the prescribed works belong. The books set for this part of the examination will be: —

1903–1905. — Shakespeare's **Macbeth** ; Milton's **Lycidas, Comus, L'Allegro** and **Il Penseroso** ; Burke's **Speech on Conciliation with America** ; Macaulay's **Essays on Milton and Addison.**

(b) **Either Latin or French.** — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

The Conference on Uniform requirements in English for Admission to College, on whose recommendations the foregoing lists of books in English and directions for study are based, advises —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography, and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition, and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That in the high school, subjects for compositions be taken partly from the prescribed books and partly from the students' own thought and experience.

7. That each of the books prescribed for study be taught with reference to (a) the language, including the meaning of the words and sentences, the important qualities of style and the important allusions; (b) the plan of the work, *i.e.*, its structure and method; and (c) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

II. Mathematics.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do

such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles, and figures of plane geometry.

III. United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States History is strongly advised, also in English history so far as this history bears conspicuously on that of the United States.

IV. Science.

(a) **Physiology and Hygiene.** — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics, and stimulants upon those addicted to their use.

(b and c) **Any two of the following sciences, — Physics, Chemistry, Botany, Physical Geography, provided one of the two is either Physics or Chemistry.** — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V. Drawing and Music.

(a) **Drawing.**—Mechanical and freehand drawing,—enough to enable the candidate to draw a simple object, like a box or

a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color, and arrangement.

(b) **Music.** — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four, and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

EQUIVALENTS.

Special cases that raise questions of equivalents will be considered on their merits.

DIVISION OF THE EXAMINATIONS.

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full : —

SLOYD ROOM.

GYMNASIUM.

II. Mathematics.
III. United States History.
IV. Science.
V. Drawing and Music.

Preliminary examinations can be taken in June only. Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows : —

_____ has been a pupil in the _____ School for _____ years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof : —

_____

_____

Signature of principal or teacher, _____
Address, _____

The group known as I. Language must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as IV. Science should also be so reserved.

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

EXAMINATION DATES.

The admission examinations are held at the several normal school buildings in accordance with the following schedule : —

1904. — Thursday and Friday, June 23 and 24 ; Tuesday and Wednesday, September 6 and 7.

1905. — Thursday and Friday, June 29 and 30; Tuesday and Wednesday, September 12 and 13.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school, and to such classes only as the candidate is qualified to join.

COURSES OF STUDY.

This school offers a general two-years' course, a three-years' course, a special course of one year for college graduates, a kindergarten course, and a special course for teachers.

I. General Two-Years' Course.

The general course of study for two years comprises the following subjects : —

1. Psychology, history of education, principles of teaching, methods of instruction and discipline, school organization, school laws of Massachusetts.

2. Methods of teaching the following subjects : —

(a) English, — reading, language, composition, literature, history.

(b) Mathematics, — arithmetic, bookkeeping, elementary algebra and geometry.

(c) Science, — elementary physics and chemistry, geography, physiology and hygiene, study of minerals, plants, and animals.

(d) Drawing, vocal music, physical training, manual training.

3. Observation and practice in the training school, and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it. Others need not expect to finish it in two years.

For a more detailed account of this course, see page 22.

II. Three-years' Course.

The Board of Visitors and the principal of any normal school may arrange for a third year of study and practice in teaching under supervision for its graduates, whenever in their judgment such action is desirable. The object of this course shall be a more complete mastery of the topics arranged for the regular two-years' course and further work in the training schools; this work in the training schools shall be under the direct supervision of a teacher of the normal school or of a teacher specially approved for that purpose.

III. Special Course of One Year for College Graduates.

Graduates of colleges and universities who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the general two-years' course of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

IV. Kindergarten Course.

The kindergarten course requires two years for its completion. The first year's work is the same as that of the general two-years' course, except that child study and history are substituted for English grammar and geography. During the second year the pupil spends all her mornings in the practical work of the kindergarten, and her afternoons in the study of the theory and the history of the kindergarten.

Every candidate for this course should have not only the qualifications required for admission to the general two-years' course, but should in addition have some facility in playing the piano and in singing.

Students pay the cost of materials used by them, but this expense does not exceed ten dollars for the course.

V. Special Courses for Teachers.

Teachers of three years' experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course which may be completed in one year; and when such course is successfully completed, they shall receive a certificate for the same.

NOTE.

Experienced observers of public-school problems are agreed that the high schools can no longer furnish employment for all college graduates who wish to teach. **An increasing number of such graduates must hereafter find their work in the grammar schools.** It is for this class especially that Course III. has been planned.

The course is entirely professional, including psychology, history of education, science and art of teaching, school organization, school discipline, school laws of Massachusetts, methods of instruction adapted to pupils in grammar schools, and a close study of the model schools and of the best schools of the vicinity.

GENERAL PLAN OF TWO-YEARS' COURSE.

In connection with all subjects that the graduate is expected to teach, tentative courses of study for lower schools and lists of helpful text-books and of collateral reading are furnished to each pupil.

No mere outline can accurately represent the spirit and method of a school. The following topical arrangement should be understood as only suggestive: —

Psychology.

(a) **Elementary Psychology.** — A study of the less complex intellectual, emotional, and volitional activities, with special reference to the cultivation of each. The subjects are

approached inductively, and the students are led to observe the operations of their own minds and to analyze and group their observations. A study is made of Halleck's **Psychology and Psychic Culture.** A special feature of this course is a study of the reminiscences of the members of the class. This gives practice in the study of subjective mental phenomena and deepens and broadens the students' concepts of the subjective states of childhood. (**Junior Year: First and Second Terms.**)

(b) **Physiological Psychology.** — A study of the brain and central nervous system, and of the origin, kinds, quality, duration and development of sensation, together with more detailed studies of attention, perception, memory, imagination, thinking, emotions, and will. James's **Psychology** (briefer course), Ziehen's **Physiological Psychology**, J. Mark Baldwin's **Elements of Psychology**, Sanford's **Experimental Psychology**, Titchener's **Outlines of Psychology**, Wundt's **Outlines of Psychology**, and Halleck's **Education of the Central Nervous System** serve as a basis of the work. The larger works by James, Ladd, Wundt, J. Mark Baldwin, Külpe, Bain, Sully, Ribot, Donaldson, and Carpenter are used as reference guides. (**Junior Year: Third Term.**)

(c) **Psychology of Childhood.** — A study of the physical, intellectual, and moral development of young children. The work consists of observations of individual children, of statistical studies on data concerning the development of the senses, attention and fatigue, perception, memory, imagination, the emotions, the social and moral responsibility, the growth of children, and the care and training of defective children; and of a study of the writings of Preyer, Perez, Sully, Compayrè, Hall, Barnes, Baldwin, Russell, Tracy, Chamberlain, Warner, Miss Shinn, and Mrs. Moore. The aim of this course is (1) to ascertain how the child-mind acts under given conditions, (2) to bring the prospective teacher en rapport with young and growing minds, and (3) to ascertain what conclusions students of child psychology have reached that are of immediate use to those who have charge of the care and training of children. (**Senior Year: First and Second Terms.**)

History of Education.

(a) **History of European Education.** — Race psychology, a study of mind in its products. A study of the civilizations of Europe and the educational systems growing out of those civilizations. The course includes a historical and critical study of such educational classics as Comenius's **School of Infancy**, Montaigne's **Education of Children**, Rousseau's **Emile**, Pestalozzi's **Leonard and Gertrude**, Herbart's **Science of Education**, and Frœbel's **Education of Man**, and traces the genesis of educational theories and the causes which conditioned their development. (**Junior Year: First and Second Terms.**)

(b) **History of American Education.** — The historical development of the American intellect. The course traces the successive ideals of the different streams of civilization, the efforts of the people to perpetuate these ideals, and the outgrowth in educational institutions. Special attention is given to the growth of the Massachusetts school system, the origin of normal schools, and history of educational associations. A study is also made of some of the earliest American contributions to the literature of pedagogy in the writings of Joseph Neef, Samuel R. Hall, James G. Carter, David P. Page, Horace Mann, and Henry Barnard. (**Junior Year: Third Term.**)

Pedagogy, School Law, and School Management.

The application to teaching of the principles developed in the course in psychology and the history of education outlined above; a study of methodology; a systematic and critical examination of the opinions of leading educators on school organization and economy; a study of the principles and art of school government, both from the stand-point of the adult and of child study, with special reference also to the use of school discipline as an agency in the moral culture of the child; a discussion of the curriculum of elementary schools; the preparation on pedagogical and hygienic principles of programs for graded and ungraded schools; lectures on such portions of the school laws of Massachusetts as are needed to enable

ROOM FOR MINERALOGY AND GEOLOGY.

ROOM FOR GEOGRAPHY.

ROOM FOR BIOLOGY.

the teacher to know the rights and the duties of her profession; the theory of the proper heating, ventilating, and lighting of school rooms, with practical suggestions for the same; frequent conferences with pupils teaching in the training schools.

Natural Science.

In all science teaching of this school a constant effort is made along three essential lines: —

First, a clear presentation of the truths and principles underlying the science. These are learned as far as possible at first hand in the field or the laboratory, and care is taken that they are rightly comprehended.

Second, individual instruction and practice in the interpretation of these truths and in logical modes of reasoning based upon them.

Lastly and chiefly, a thorough drill in the best pedagogical methods of presenting such truths and interpretations in elementary instruction. The first two are always subordinate, being used as a necessary means to secure success in the third.

As a further help toward the same end, large additions have recently be made to the apparatus and the reference libraries, until it may be fairly said that the school is unsurpassed in point of equipment by any other of like rank.

The geological and mineralogical laboratory is equipped with a complete working collection of minerals, rocks, and fossils, and the necessary apparatus for studying them. A valuable cabinet collection is in constant use for reference and comparison. It is believed that an actual acquaintance with rocks, minerals, and organic forms is of greater value than much abstract knowledge.

The biological and physiological laboratory is furnished with excellent cabinets of preserved material, to which constant additions are being made and which are amply sufficient for individual use. It possesses, in addition, a series of charts, casts, and models illustrating human anatomy, a ful set of histological preparations showing the structure and tissues of the human body, and a fine herbarium of local plants. Living material is used as far as possible, and suffi-

cient apparatus has been purchased to enable the students to prepare what is required for their own use, and thus to gain practical experience in the collecting, preserving, and arranging of such material.

Zoölogy. — General characteristics of animals; a study of typical animals, considerable attention being paid to their habits, modes of life, and their uses; these types are selected from the fauna of the vicinity, and as far as possible the home of the animal is reproduced in the laboratory, and the pupil is required to become acquainted with its habits and daily life, as well as its structure, from actual observation; a special study of insects and birds, with reference to their economic relations; the principles of classification. The more common species are chosen, in consequence of their adaptation to elementary instruction, and the pupils practice the best methods of presenting such nature work.

Physiology. — A general outline of the subject, including the anatomy, physiology, and hygiene of the different organs and parts of the body. Special attention is given to a thorough understanding of the nervous system as a physiological basis for the study of psychology. The brain of the sheep, the spinal cord of the rabbit and pigeon, and the nerves of the frog, suitably preserved, are dissected by the students individually, and carefully compared with those of the human body in structure and function, while physiology is taught by means of simple experiments. All the anatomy is illustrated by preparations of the organs of the human body, and by a dissection of similar organs in other animals, while microscopical structure is demonstrated by means of sections which are prepared in the laboratory. The pupils assist in the work and thus learn how to properly prepare and preserve physiological material, and how to use it for illustrating the subject in connection with models and simple experiments. Drawings and descriptions are required of essential structures.

Mineralogy and Geology. — The properties, varieties, and uses of the more important minerals, and their composition ; rocks as composed of minerals ; ores of the common metals; a study of the more useful industries connected with

KINDERGARTEN.

certain minerals, *e.g.*, the mining of coal, the manufacture of coal gas, of plaster of Paris, of salt, of glass, the smelting of iron, etc. The inorganic agencies now in operation upon the earth and their influence upon its structure and on the present contour of the surface; a general study of the surrounding region; the kinds of rock found, their origin, and mode of formation; structural geology, — treating of the kinds, structure, arrangement, and composition of rocks; their importance and economic value; the influence of different organic agencies; geological formations; the geologic history of New England, with special reference to Massachusetts. In this historical portion, as the Mesozoic strata are well represented in the vicinity, that period will be a subject for special study. The field work consists of excursions to available points of geological interest, and the collection and identification of at least twenty-five specimens of rocks and minerals of the region, instruction being given in their classification and arrangement. Special effort is made to correlate this work with physical geography, physics, and chemistry.

Botany. — The seed and germination; the organs of the plant, root, stem, buds, leaves; the tissues; the plant cell, protoplasm and its properties; inflorescence; a study of typical flowers, with reference to their plan and structure; fertilization and conditions of growth; fruits; a few types of flowerless plants. Westfield is particularly rich in its flora, and much field work will be done, the pupils being required to collect, analyze, prepare, and mount their own specimens. They will also be led to interpret the form, structure, and habits of plants in their habitats, and to illustrate their work by the drawings of parts and tissues. A course of nature study for elementary schools is outlined.

Other Sciences.

Physics. — Physics is presented with a two-fold aim. Its culture value is beyond question; its practicability appears on every hand. From the culture side the student becomes familiar through actual experience with the leading physical discoveries of the day. The laboratory is well supplied with

a large amount of apparatus for demonstrating theories of sound, light, and many applications of electricity, among which may be mentioned the X-rays and wireless telegraphy according to the Marconi system.

Through much laboratory work, the student becomes familiar with the construction, manipulation, and use of physical apparatus. Exercises which have a direct bearing upon everyday life are given. The practical idea is made clear. The pupil discovers for herself the principles and facts relating to the special phase of the subject under consideration. Opportunity to make original investigations is given to students especially interested in science.

In addition to the benefit to the teacher herself, she learns to present clearly to her pupils such parts of the subject as seem desirable.

Chemistry.

The work in this department is treated under three general divisions, — historical, academic, and applied chemistry. Of these, the last-mentioned receives by far the greatest attention. No text-book is used, but a large amount of reference matter is available. Facts are gained by actual work.

The laboratory is equipped with a generous supply of the latest apparatus, and all conveniences are at the students' disposal.

From the days of the earliest alchemists (or practitioners of the black art), the development of the science is traced step by step to the founder of modern chemistry, Lavoisier.

The academic work includes type experiments with the gases oxygen, hydrogen, nitrogen, carbon-dioxid, chlorine, and such of the hydro-carbons as time will allow, and in addition to these, analysis and synthesis of the acids, hydrochloric, nitric, sulfuric, acetic, etc., together with the rational use of chemical symbols and formulae.

The applied or practical work includes among other exercises of an interesting character, the qualitative analysis of water, samples of which pupils procure from different parts of the town and a thorough analysis of which they perform in the laboratory by the most approved methods. Many bring

samples of water from their homes and analyze them for the benefit of their parents and friends.

The removal of stains of various kinds, fruit, ink, grease, iron rust, paint, etc., furnishes an excellent opportunity for applying principles of bleaching and action of acids and alkalis upon different kinds of fabrics. Before finishing the course every pupil is expected to be able to remove stains of the above-mentioned types.

Work in dyeing is treated from an entirely original standpoint. Each pupil at first dyes different fabrics with colors extracted from many common sources, such as bright-colored flowers, leaves, berries and fruits; later, work in analin dyes affords opportunity for each student to learn something of this useful art and at the same time to apply some of the oft-neglected principles of chemistry.

Actual work in the extraction of flavors and perfumes is performed by the student, and samples of orange, lemon, vanilla, etc., are the criteria of her skill.

Experiments are given by which the determination of alcohol in cider, patent medicines, wines, and "soft drinks" is made simple.

Every teacher who expects to do effective service in the public schools should have at her disposal some method of remedying, if not of eradicating, the cigarette evil. Two exercises are given in which the analysis of the cigarette is made easily possible. The person who conscientiously performs this work will have a deeper antipathy to this "white horror" and be better prepared to fight it in a rational manner.

The average teacher is little aware of the enormous amount of foreign and oft-times injurious material consumed under the name of candy and gum. Simple analyses of these substances throw much light upon a heretofore obscure subject. Canned goods such as corn, tomatoes, peas, etc., furnish a series of intensely interesting experiments, since only the few know of what they are eating. Students are not encouraged in any sense to become "food faddists," but rather to apply chemical principles in a way most interesting and helpful to themselves.

The course is not presented with the object of making chemistry teachers of the pupils but rather to furnish the thoughtful, painstaking student with valuable information by which she can keep both mind and body in a normal, healthy condition.

Geography.

The study of geography covers two terms and includes: —

1. A study of the structure of the world ridge, and a detailed study of the structure of each of the continents, including the mountain ranges and peaks, river systems, and lakes. These are drawn in outline and modeled in relief as studied.

2. A study of geographic forces, including the movements of the earth, seasons, temperature, winds, and rainfall, with special reference to the climate of the United States.

3. The geographic distribution and economic uses of minerals, plants, and animals.

4. The study of peoples, — their mental and physical characteristics, languages, religions, governments, industries, and habitations.

5. The study of commerce, its origin, mediums of exchange, means of transport, commercial routes, aids to commerce, and the leading commercial nations, — their commercial advantages, commodities, and commercial centres.

In addition, the classes are given problems touching the adaptation of the subject-matter of geography to the capacity of children in the different school years, the correlation of geographic readings, the use of geographic pictures, maps, globes, and other teaching aids.

The Language Arts.

Reading. — Study of the dictionary; diacritical marks and pronunciation; study of phonetics for teaching purposes; methods of teaching reading in elementary schools, and frequent practice with classes of children from the model schools. Preparation of reading material for school use.

Grammar. — Classification of the parts of speech, phrases, clauses, and sentences by the laboratory method; analysis of sentences in a simple way. The natural method of teaching language in elementary schools is used, and the pupils themselves are required to give lessons.

English Composition. — It is chiefly as a practical art that the subject is presented in this school. Description, narration, exposition, and argument are taught from daily practice in writing, followed by the teacher's criticism. Much attention is paid to the external form of the paragraph. A composition is regarded as a living product of an active mind; therefore, there is constant and careful study of the way in which paragraphs grow, of the order in which to say things, and of what not to say. Pupils are trained to intelligent criticism of language work.

English and American Literature. — A study of some of the literature of the eighteenth and nineteenth centuries, the purpose being to help the pupil to appreciate the best. The history of literature is taught in a subordinate way only, to enable the pupil to understand the setting of an author's work; correlation of myths with nature study; courses of literature for elementary schools are developed. There are some variations from term to term.

History.

United States History and Civics. — A rapid review by the laboratory method of the history of our country from the early discoveries to the present, and of the framework of national, state, and municipal government. Instruction in the proper use of pictures and maps as aids in teaching history; correlation with literature, a thorough drill in a good pedagogical method of presenting the subject. Stories of the explorers and the biographies of eminent Americans are recast in the vocabulary of childhood for use in primary grades.

General History, — Ancient Nations. — Peoples and migrations; geographical position and consequences; inheritances; social, political, intellectual, æsthetic, moral, religious,

and industrial development; characteristic institutions; legacies.

Mediæval and Modern History. — Instruction and training are given in the inductive method as applied to history, with a view to the development of the "historical spirit." The method is illustrated by a careful study of a few countries, with special attention to the main forces at work, the growth of nationality and constitutional government, and the relation of Europe to America.

Mathematics.

Arithmetic. — Failure on the part of the teacher to recognize and to apply the fundamental principles of number according to well-established psychic laws invariably results in failure on the part of the pupil to understand and to intelligently use the simple processes of arithmetic.

No text-book is placed in the hands of the student; all processes and methods are developed. The importance of the reason for performing the various arithmetical operations is duly emphasized.

The modern teacher should fully appreciate the fact that the day of set rules and inflexible formulæ is past. The child is no longer told to "invert the divisor and proceed as in multiplication." By far the greatest value of any mathematical rule lies in its discovery. Students are trained to discover; having discovered, to apply.

Recognizing in the Grube method a line of thought incompatible with true mathematical concepts, the pupil is thoroughly drilled in the movable or flexible unit system, which is so ably treated in Dewey and McLellan's Psychology of Number.

The student becomes familiar with our leading arithmetics, from which many characteristic problems are selected. She is required to solve a problem intelligently whether she supplies the essential data or takes it as presented by some second person.

The course continues throughout the junior year and includes one hundred four recitation periods. The work is

taken by grades and comprises exercises in sense training and in relative magnitude, discovery of the primary principles of number, the history of its decimal system, and the applications of number as a means of measurement.

The aim of the course is to give the teachers a logical method of presenting arithmetic, free from fads and reason-destroying practices; to teach them to be self-reliant, efficient, accurate, quick to appreciate and to apply. All of this tends strongly towards the betterment of our public schools.

Algebra. — The relation of algebra and arithmetic is always kept before the pupil. Methods of developing the algebraic processes are carefully examined. Students are encouraged to find methods of their own for presenting special phases of the subject.

Objects and diagrams are used whenever clearness can be gained thereby. The equation is treated from an original standpoint, and is shown in its true character. All operations and many of the problems given in Milne's Grammar School algebra are fully treated.

In order to get the greatest good from this course the pupil should be well prepared in algebra through quadratic equations.

Geometry. — The history of the subject, both ancient and modern, is presented. The student becomes familiar with some of the world's greatest mathematicians and the influence of their work. She has at her disposal a large amount of unusual but extremely valuable material in the form of ancient theorems and their uses calculated to interest the most indifferent pupil.

The subject is treated in its two-fold aspect, — first, as applied to the measurement of lines, surfaces, and solids, in which the use of simple measuring instruments is taught, and secondly, as related to reason and logic. The student should become a clear, fearless, original thinker, who dares attempt the solution of a theorem by other than set text-book methods.

Other Subjects.

Drawing.—The representation of the appearance of objects; elementary principles of composition; working drawings and developments; simple objects designed with special reference to their beauty and fitness to purpose.

The following topics are studied as parts of the subject of decorative design, to the end that pupils may be able to appreciate and create beauty in color and ornament:—

Color, — names, terms, schemes, harmonies.

Historic styles of architecture and ornament from the Egyptian through the Renaissance.

Plant form, and its adaptation in decoration.

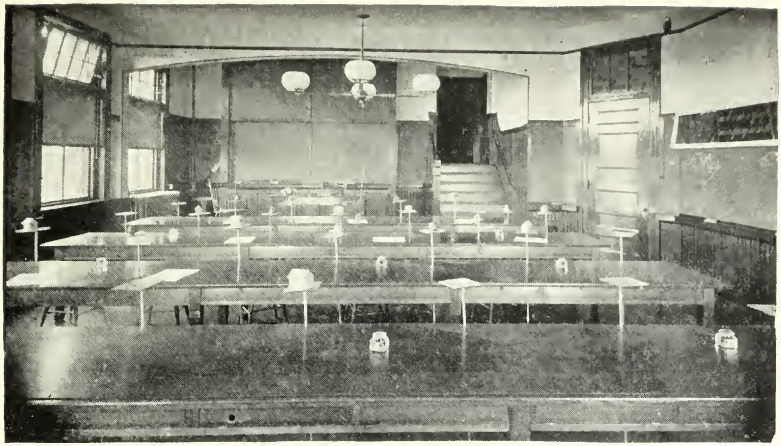
The different parts of the subject are considered with reference to their time and place in a public school course. The method used in the development of each subject accords with the method to be followed in public school work. Pupils practice drawing upon the blackboard, that they may gain facility in illustrating all subjects taught.

Throughout the course an effort is made to acquaint the pupils with some of the art treasures of the world, in order to cultivate a taste for and an appreciation of true beauty.

Vocal Music, — Musical History. — A rapid review of ancient history, including the music of the Chinese, the Egyptians, and the Hindoos; the influence of the Israelites and the Grecians, the Roman Empire, the part taken by the early Church in fostering the "Divine Art," the advent of the Paris School of Music (the first national school of music), the Gallo-Belgic and the Netherland schools, the rise and decline of Italy's musical prestige, and the birth of our modern music; the Classical School and its masters, the influence of the Germans, the Romantic School, and the growth of musical interests in America.

Harmony, the Grammar of Music. —Intervals, scales, triads, inversion of triads, chords, inversion of chords, harmonizing basses, chords of the dominant seventh, preparation and resolution, cadences and suspensions.

Musical Notation. — No effort will be made to follow any



ROOM FOR DRAWING.

DRAWING DEPARTMENT—ONE OF THE STUDIOS.

ROOM FOR HISTORY AND LITERATURE.

LIBRARY.

published system of school music, but the rudiments will be studied with especial regard to the needs of public school music, and the pupils will have practical drill in doing (singing) throughout the course. Special attention will be given to individual drill, and those who think they cannot sing will be given the most careful training by which they will be convinced that they can learn to sing, and their value in the public school room will thus be enhanced.

Chorus Classes. — In chorus classes pains will be taken to acquaint the pupils with the best that the musical world offers.

Manual Training. — Courses in paper-folding, paper-cutting, cardboard work and whittling, followed by the construction of a specified number of wooden models, embodying a progressive series of exercises with hand tools. The making of working drawings from objects. The grammar school course of wood sloyd, with the working drawings, as arranged by Mr. Gustaf Larson for the American schools.

Physical Training. — Physical training on the basis of the Ling system of gymnastics.

Practical work in the gymnasium, gymnastic games, squad and class drills conducted by the students.

Theory. — Study of the principles of educational gymnastics and their application in the Ling system.

Teaching. — Observation of children and practice in teaching them.

PROGRAM OF SUBJECTS IN TWO-YEARS' COURSE.

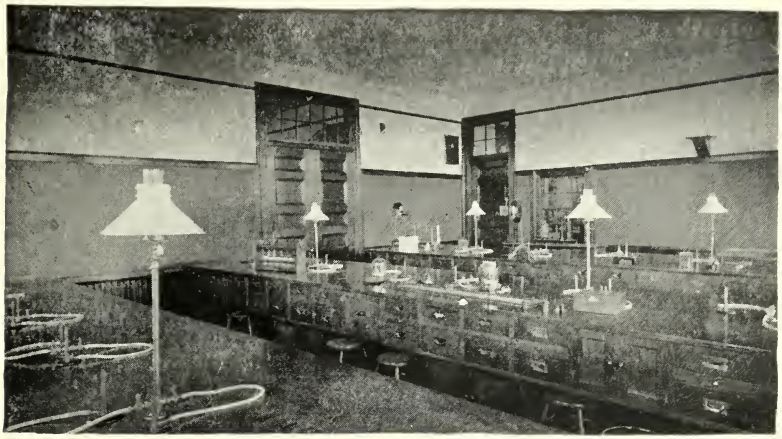
Junior Year.

Fall Term.*		Winter Term.*		Spring Term.*	
Arithmetic,	2	Arithmetic,	4	Arithmetic,	2
Drawing,	4	Drawing,	4	Botany,	4
English Grammar,†	4	Gymnastics,	2	Drawing,	4
Gymnastics,	2	History of Education,	1	Geography,†	3
History of Education,	1	Music,	2	Gymnastics,	2
Music,	2	Pedagogy,	2	History of Education,	1
Physiology,	1	Physics,	2	Music,	2
Psychology,	2	Psychology,	2	Padagogy,	1
Zoölogy,	4	Physiology,	2	Psychology,	2
	22		21	Physiology,	1
					22

Senior Year.

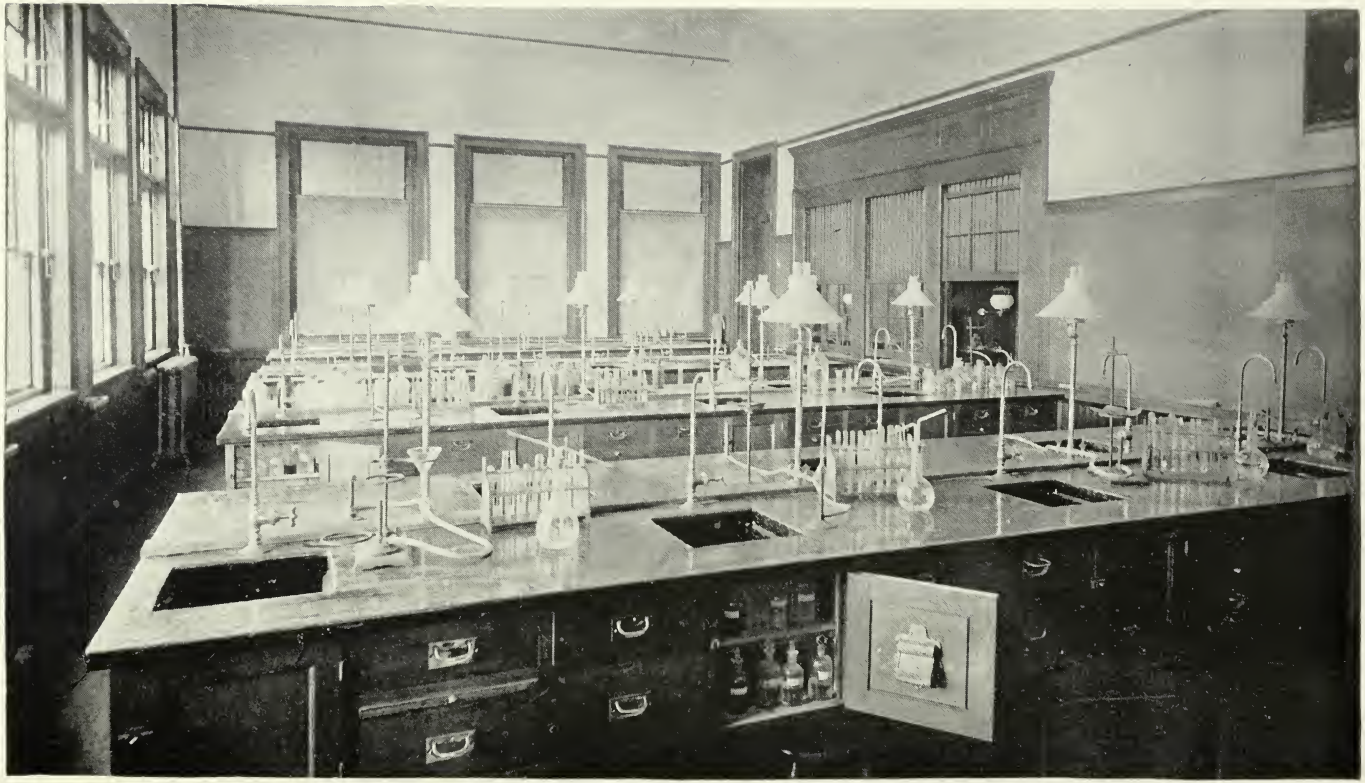
Section A in Training School,‡	–	Section B in Training School,‡	–	Section C in Training School,‡	–
Kindergartners in Kindergarten,	–	Kindergartners in Kindergarten,	–	Kindergartners in Kindergarten,	–
Chemistry, B and C,	3	Child Study, A and C,	2	Chemistry, A,	3
Child Study, B and C,	2	Composition, A, B, and C,	1	Child Study, A and B,	2
Composition, A, B, and C,	1	Literature, C,	4	Composition, A, B, and C,	1
Geography,† B and C,	3	Geography, A,†	3	Literature, A and B,	4
Geology and Mineralogy, B and C,	5	Geology and Mineralogy, A,	5	History of United States, B,	4
General History, A, B, and C,	2	History of United States, A and C,	4	General History, A, B, and C,	1
Manual Training, B and C,	4	General History, A, B, and C,	1	Manual Training, A and B,	4
Music, A, B, and C,	2	Manual Training, A and C,	4	Mathematics, A and B,	4
School Management, A, B, and C,	1	Mathematics, C,	4	Music, A, B, and C,	2
B,	23	Music, A, B, and C,	2	School Management, A, B, and C,	1
C,	23	School Management, A, B, and C,	1	A,	22
		A,	23	B,	23
		C,	23		

* The school year is divided into three terms of thirteen weeks each.
† Junior kindergartners omit English grammar and geography, and substitute history of United States and child study with the seniors.
‡ During the practice term, a pupil is relieved of all work in the normal department except as indicated.



PHYSICAL LABORATORY.

LECTURE ROOM — PHYSICAL SCIENCE.



CHEMICAL LABORATORY.

GRADUATION, DIPLOMAS, AND CERTIFICATES.

The satisfactory completion of any one of the five courses previously described entitles the pupil to receive a diploma or certificate of graduation. Those who for any reason are unable to do all the work of a course will, on application receive a certificate stating the exact amount of work done. Those who complete Course III. or Course V. receive certificates, not diplomas.

THE STUDY OF CHILDREN.

A study of the spontaneous activities of children is a part of the training furnished by this school for the classes in psychology; and for this work large numbers of tests, observations and compositions are needed from the children of the different grades in the public schools. Among the special studies contemplated for the coming year are children's societies, their interests in reading, collecting instincts, impulsive actions, fatigue symptoms, sense defects, mental and physical abnormalities; and many lists and descriptions of traditional games, observations on social traits, chumming, etc., are desired for the use of our students.

Graduates of the school and others engaged in teaching may co-operate with us by giving the tests and making the observations in their schools and sending us the results at our expense. We shall print from time to time directions for giving these tests, and shall be glad to mail our printed outlines to all graduates and others who will signify their willingness to aid us by communicating with the principal. Some Outlines on Child Study have already been printed, and copies may be had upon application.

DISCIPLINE.

Whoever aspires to the responsible office of teacher should habitually practise self-control. This doctrine furnishes the key to the disciplinary policy of this school. Pupils are treated with confidence, and, to a large extent, the govern-

ment of the school is left in their hands. Almost no rules are made, but it is the constant effort to create such an atmosphere that adherence to the best ideals shall be easy and natural.

Regular attendance, good behavior, and loyalty to the best interests of the school are necessary to successful work and are expected of all.

The power of suspension for misconduct and of removal from school for failure to do properly the work of the school is lodged in the principal, with an appeal to the Board of Visitors.

TUITION AND EXPENSES.

Tuition, text-books, and supplies are free to residents of Massachusetts.

Pupils from other states than Massachusetts attending normal schools supported by this state, are required to pay at the beginning of each half-year session the sum of twenty-five dollars to the principal of the school attended for tuition, except that in the Normal Art School the sum paid to the principal at the beginning of the session by each pupil from another state will be fifty dollars for each half-year.

For cost of board, see "Dickinson Hall," page 39.

STATE AID.

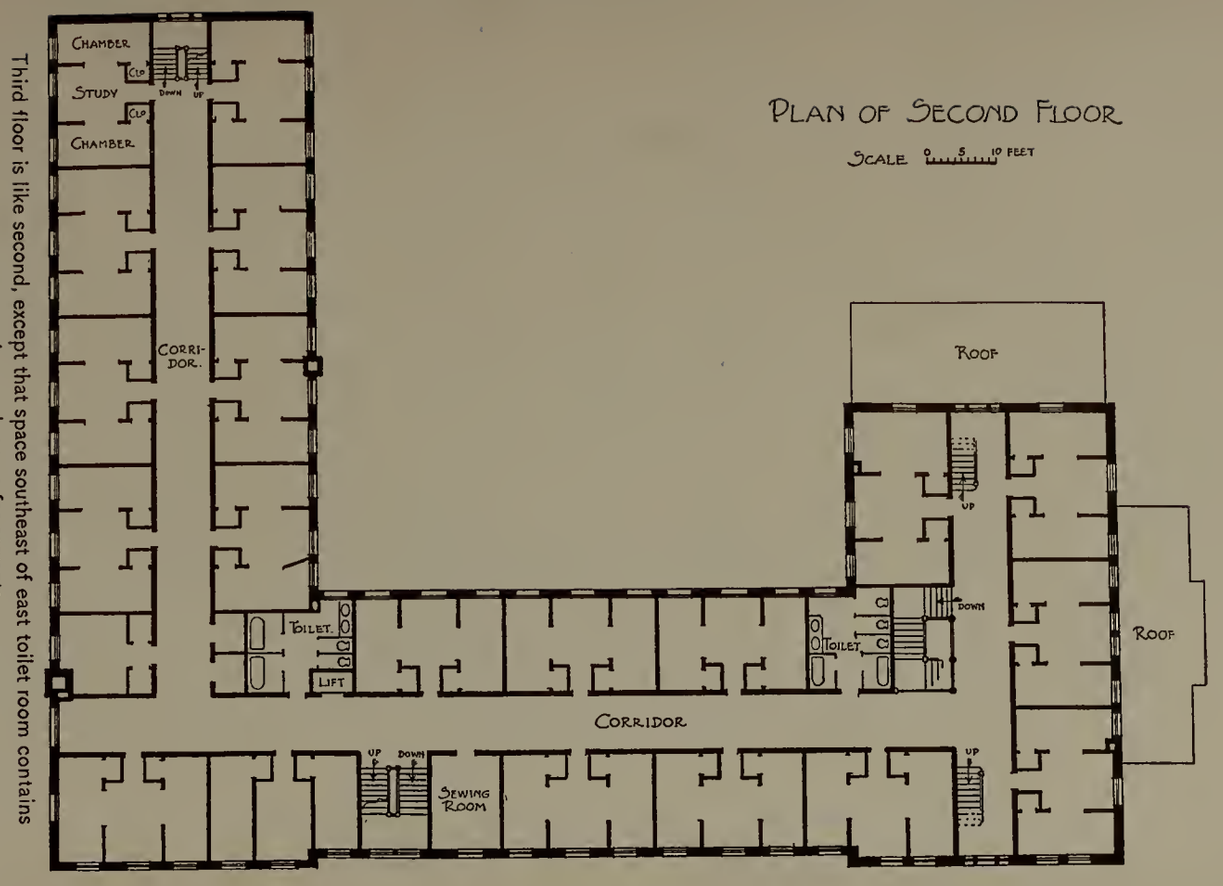
To assist those students who find it difficult to meet the expense of the course, pecuniary aid is furnished by the state in varying sums, though never exceeding $1.50 per week.

Aid is not furnished during the first term of attendance, nor to students whose scholarship is unsatisfactory. Applications for this aid are to be made to the principal in writing and must be accompanied by a certificate from a person competent to testify, stating that the applicant needs the aid.

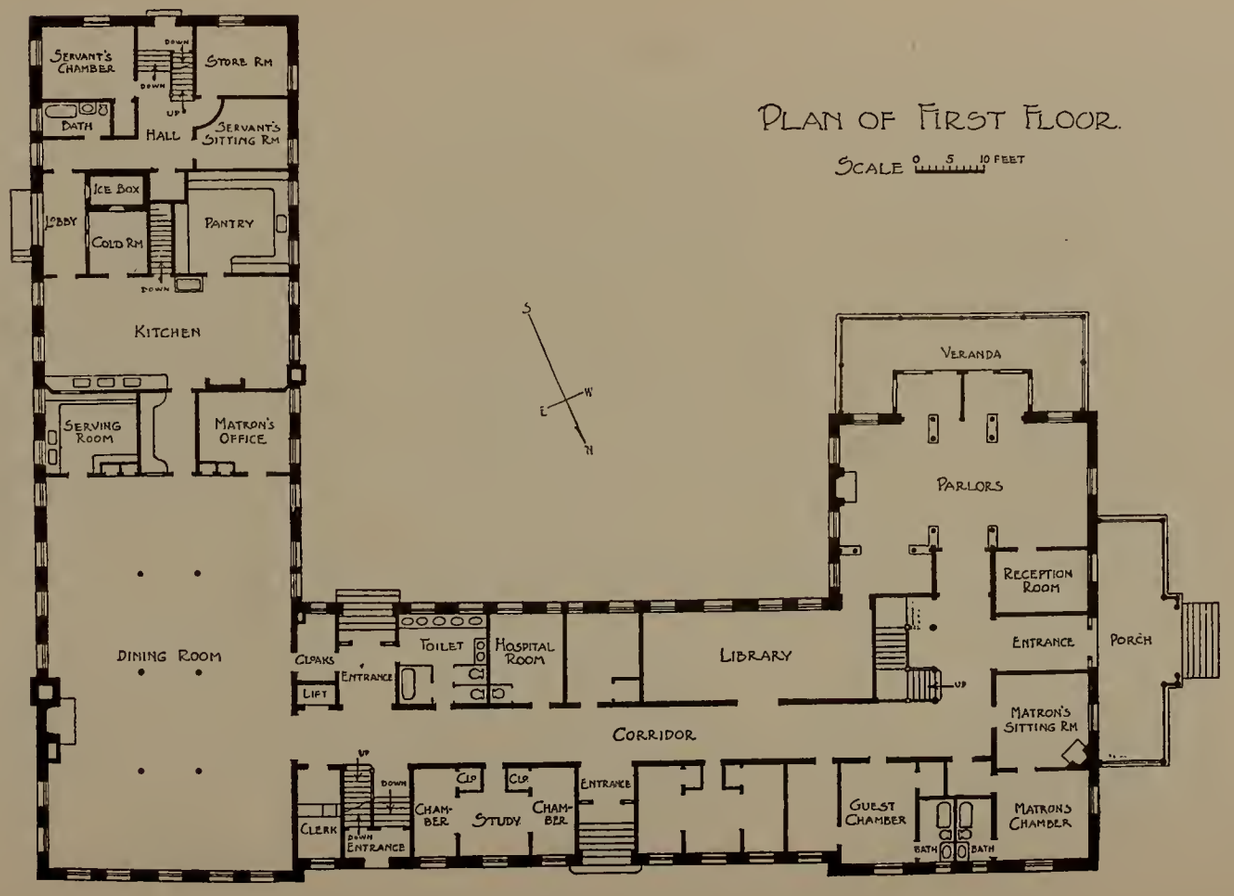
NORMAL SCHOOL SCHOLARSHIPS AT HARVARD UNIVERSITY.

There are eight scholarships in the scientific school at Harvard University for the benefit of graduates of normal schools. The annual value of each of these scholarships is one hundred

Third floor is like second, except that space southeast of east toilet room contains gymnasium and rooms for servants.



DICKINSON HALL.



DICKINSON HALL.

DICKINSON HALL.

and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free.

The incumbents are originally appointed for one year, on the recommendation of the principals of the schools from which they have been severally graduated. These appointments may be annually renewed, on the recommendation of the faculty of the scientific school.

DICKINSON HALL.

Mrs. Charles B. Wilson, Matron.

Dickinson Hall is the name given the new normal dormitory which was used for the first time in September, 1903. It is in charge of the principal and is a commodious, well-lighted school home with accommodations for seventy students. Floor plans and an accurate description of this building are given in the cuts facing this page. Rooms will be assigned once each year by lot, two students occupying a suite of three rooms. Whenever possible students should indicate their choice of room-mate. In all cases those desiring rooms should notify the matron as soon as possible after their admission to the school.

The price of board in the boarding halls connected with the normal schools of the state is $160 for the school year, payable in advance as follows: $40 at the beginning of the school year in September; $40 on November 15; $40 on February 1; and $40 on April 15.

This rate includes board, furnished room (except as below), steam heat, gas, and laundry, for such time as the school is in session and for the Thanksgiving recess, but for no other recess or vacation. Pupils whose homes are at a distance may, on permission of the principal, remain at the hall during any vacation, except the long one in the summer, on payment of the additional sum of $4 per week during such vacation. The hall is closed during the summer.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata, but no deduction will be allowed for the first week of absence.

Each boarder is required to bring towels, napkins, a nap-

kin-ring, two clothes-bags, and blankets. The school does not provide curtains, bureau or commode covers. Coverlets and art squares are furnished by the school.

All articles sent to the laundry must be distinctly marked with the owner's name in indelible ink. Initials will not answer.

Visitors can have good accommodations at $1 per day or $5 per week; dinner, 35 cents; supper or breakfast, 25 cents; lodging, 50 cents.

In Dickinson Hall the state has tried to provide for the comfort and convenience of its pupils. In the basement space has been set aside for a laundry, which shall be exclusively for students' use; set tubs, wringers, ironing boards, etc., are furnished. On the second floor a room equipped with sewing machines gives an opportunity to economize in the making of the simpler articles of feminine apparel to such as may care to use it. On the third floor a gymnasium has been provided; school work in gymnastics is given in this room; the gymnasium is also the general meeting place of the students, where evening entertainments may be held. A commodious library and reading room, the reception room and parlors, hospital, clerk's office, and dining room are situated on the first floor.

The building is substantially made of buff brick; the interior finish is of ash in the natural wood, and the floors are of maple. The hall is heated by steam and lighted by electricity, and every possible precaution is taken to secure it from danger by fire. A private fire alarm box connects it with the central fire station of the town, which is situated near by; extinguishers and grenades are provided on every floor; electric gongs for alarming pupils have been installed; and a watchman patrols every part of the building once every hour during the night.

Pupils who do not live in Westfield and who do not return to their homes daily are expected to board at Dickinson Hall. All other students who wish to board with relatives or to work for their board in private families must first secure permission from the principal.

EMPLOYMENT OF GRADUATES.

The demand for graduates of this school is greater than the supply. During the past year the principal has received many requests for teachers to which he has been unable to respond.

In the interest of graduates of this school who desire to secure better positions, and of school committees and superintendents who are seeking teachers, the principal requests that former pupils will keep him informed of their addresses and of their wishes for future work. He will keep at his office as complete a directory of graduates as possible, and hopes to be serviceable alike to employers and employed. If alumni sending their addresses will also forward testimonials of success, the principal can act for them more intelligently.

It should be distinctly understood that the principal guarantees no positions, and declines to recommend any teacher whom he does not personally know to be successful. In all cases, however, he will gladly furnish the names and addresses of all eligible teachers to inquirers, leaving to them the responsibility of investigation and action.

A complete record of all future graduates will be kept, showing their scholarship, training, experience before entering the normal school and in the training schools, and general qualifications for teachers' positions, together with such testimonials of success in teaching as may be filed from time to time. Such data will be considered entirely confidential, and will be accessible only to superintendents and school committees.

GENERAL REMARKS.

The demand of the hour is for professionally trained teachers, and, both for the good of the schools and for their own advantage, all intending teachers are urged to prepare themselves by a special course of training in some school established for the purpose.

Teachers who wish to profit by the regular classroom instruction in any department are invited to join

the school temporarily during their vacations and at such other times as may be convenient. An effort will be made during the ensuing year to make the program for Saturday mornings especially interesting to those not connected with the school. Physiology, psychology, English composition, and general history will be thus offered; all visitors will be welcomed. The school aims to be helpful. No charge will be made for tuition or text-books, and, if reasonable notice is given, they can usually be accommodated at Dickinson Hall at $4 per week.

This school is always open to the inspection of the public. A cordial invitation is extended to teachers, school committees, and superintendents to visit at their convenience.

For catalogues, specimen examination papers, or any information, address the principal at Westfield.

NAMES OF PUPILS.

GENERAL TWO-YEARS' COURSE.

Seniors.

Akley, Inez C.,.	Dummer, Vt.
Albee, Marion G., ...	Cushman
Babb, T. Elizabeth, 90 Highland Ave., . .	Fitchburg
Bacon, Margaret, 59 Hamlin St., . . .	Pittsfield
Ballou, Ina M., 21 Worcester St., . .	Indian Orchard
Bannister, Mary, 14 Everett St., . . .	Easthampton
Beebe, Sarah E., ...	East Longmeadow
Bell, Agnes G., ...	Brightwood
Bowe, M. Elizabeth, 19 Beacon Ave., . .	Holyoke
Callahan, Annie M., 7 Dubois St., . . .	Westfield
Casey, Mary E., 40 Walnut St., . . .	Holyoke
Cassidy, Jennie B., 12 Newton St., . .	Holyoke
Conway, Hannah L., ...	Amherst
Cooper, Florence A., 54 Jackson St., . .	Springfield
Craig, Ida M., 90 Bowles St., . . .	Springfield
Dodge, Bertha A., ...	Dalton
Donahue, B. Frances, 44 Chestnut St., . .	Holyoke
Donseroe, Genevieve, 111 Summer St.. .	Springfield
Doyle, Bessie S., 21 Arbor St., . . .	Springfield
Driscoll, May E., 22 Norwood St., . .	Springfield
Flagg, E. Mabel, 1 Smith Ave., . . .	Mittineague
Flood, Agnes C., 136 Elm St., . . .	Holyoke
Flood, Katherine C., 136 Elm St., . . .	Holyoke
Greaney, Eva C., 78 Walnut St., . . .	Holyoke
Harvey, Edith A., 29 Florida St., . . .	Springfield
Healey, Ella I., 8 Cherry St., . . .	Holyoke
Healy, Nora B., 35 Elm St., ...	Holyoke

Hellyar, Florence E., ... Warren
Lawlor, Nellie T., ... Thorndike
Lawrence, Jessie F., ... Montague
Lynn, Josephine E., 311 Walnut St., . . Holyoke
McCarthy, Ellen T., 15 Dubois St., . . Westfield
McGlynn, Genevieve E., 21 High St., . . Chicopee Falls
McTearnen, Ethel, 21 Worcester Place, . Holyoke
Merrell, Dorothy, 144 Buckingham St., . . Springfield
Miller, Alice C., 53 Worcester St., . Indian Orchard
Moran, Mary A., 46 Grattan St., . . . Chicopee Falls
Murphy, Gertrude T., 57 Whipple St., . . Fall River
O'Brien, Helen A., 6 Franklin Ave., . . Westfield
O'Brien, Lillian C., ... Turners Falls
O'Connor, Katherine H., 87 Walnut St., . Holyoke
Parker, Henrietta G., 84 Catharine St., . . Springfield
Powers, Mary C., ... Southampton
Rohan, Mary M., 226 Hampden St., . . Holyoke
Sears, Katherine, 23 Fairfield Ave., . . Holyoke
Shanahan, Nellie A., ... Turners Falls
Stoddard, Maude M., 102 Bay St., . . Springfield
Strong, Florence H., ... Southampton
Sykes, Lilian R., 234 North St., . . . Springfield
Wagner, Clara L., ... Collinsville, Conn.
Woodard, Mary F., ... Warren

KINDERGARTEN COURSE.

Seniors.

Burr, Alice R., ... Agawam
Eastman, Addie D., 36 Baker St., . . . Lynn
Hillier, Katharine, ... Hinsdale
Wells, Alice M., 23 Leonard Ave., . . Westfield

ONE-YEAR COURSE FOR COLLEGE GRADUATES.

Lyon, Georgia E., 297 Broadway, . . . Chicopee Falls
Rogers, Dell, 22 Temple St., ... Springfield

ONE-YEAR COURSE FOR TEACHERS.

Cashin, Anna F., ... Westfield
Reynolds, Florence H., ... Essex Junction, Vt.
Smith, Ada M., 63 Orange St., . . . Westfield
Talmadge, Emily A., 37 Vassar St., . . Springfield
Wadsworth, Mary Wynne, 28 Pleasant St., . Springfield

POST GRADUATE COURSE.

Allen, Bessie L., 8 Prospect St., . . . Westfield
Doleman, Susie A., ... Northampton
Stanton, Cora B., ... Chesterfield

GENERAL TWO-YEARS' COURSE.

Juniors.

Allen, Grace L., ... Barre
Avery, Clara J., Main St., ... Easthampton
Bartlett, Hattie W., Main St., . . . Easthampton
Bell, Ida Emily, ... Middlefield
Brosnan, Minnie A., South St., . . . West Warren
Burke, Louise I., 114 Nonotuck St., . . Holyoke
Buxton, Julia B., 36 Amherst St., . . . Springfield
Campbell, Helen R., 432 Front St., . . Chicopee
Carroll, Bessie V., 88 Orange St., . . . Westfield
Crafts, Mabel L., ... East Whately
Crocker, Eunice L., 69 Crescent St., . . Franklin
Devino, Augusta A., 8 Mill St., . . . Westfield
Donahue, Helena E., 750 Main St., . . Springfield
Donoghue, Agnes J., 427 Elm St., . . Holyoke
Doppmann, Barbara, 39 Prospect St., . . Hatfield
Fairbanks, Katharine L., 754 Chestnut St., . Springfield
Foster, Clara L., ... Lenox Dale
Gorman, Josephine M. C., 1 Wolcott St., . Holyoke
Gowdy, Jessie M., 18 Oakland St., . . Springfield
Graffam, May E., 11 Ann St., . . . Fairview
Guinasso, Matilda, 7 Bush St., . . . Westfield
Hawes, Elsie E., ... Barre
Healy, Mary F., 75 Charles St., . . . Springfield
Hendrick, Mary E., ... Huntington

Hildreth, Martha E., . East Whately (P. O. So. Deerfield)
Jennings, Bessie, 42 Eastern Ave., . . Springfield
Kennedy, Helen T., 56 Pine St., . . . Holyoke
Ketchum, Mildred, 61 Catharine St., . . Springfield
Kidnay, Anna M., 196 Lyman St., . . Holyoke
Lee, M. Luella, ... Sheffield
Lynn, Grace D., 311 Walnut St., . . . Holyoke
Lyon, Mildred E., 53 Union Street, . . Franklin
McKenzie, Lena M., 13 Hancock St., . . Springfield
McPhee, Mary E., 80 Harrison Ave., . . Springfield
Miner, Elsie M., 13 Highland Ave., . . Chicopee
Moore, Elsie M., 43 Florentine Gardens, . Springfield
Morey, Flora L., ... Three Rivers
Moriarty, M. Esther, 8 O'Connor Ave., . . Holyoke
Moulton, Bessie M., ... Monson
Mullaly, Elizabeth K., ... Haydenville
Murphy, Helen T., 102 West St., . . . Holyoke
Nelligan, Mary R., 5 Robbins Ave., . . Pittsfield
O'Connor, Ellen V., ... S. Belchertown
O'Neil, Teresa B., 61 Taylor St., . . . Chicopee Falls
Pease, Corinne E., ... Wilbraham
Pease, Edith C., ... East Longmeadow
Pease, Mabel A., 132 Garfield St., . . Springfield
Phillips, Florence B., 14 Cleveland St., . . Springfield
Pratt, Mary G., ... East Longmeadow
Reid, Emma J., 31 Pleasant St., . . . Easthampton
Rockwell, Harriet O., 43 Terrence St., . . Springfield
Roper, Alice Eudora, ... Barre
Shepard, Mabel E., 15 Ashley St., . . Mitteneague
Snyder, Elizabeth G., ... Gilbertville
Spooner, Eleanor, ... Barre
Sullivan, Lillie M. M., ... Bondsville
Tate, Florence E., 17 So. Church St., . . Pittsfield
Warner, Marion E., ... Sunderland
Warren, Anna M., 213 Lyman St., . . Holyoke
Welch, Mary L., 110 East Dwight St., . . Holyoke
Wittan, Elizabeth H., 275 Waconah St., . Pittsfield
Young, Ida Belle, 38 Holland Ave., . . Westfield

KINDERGARTEN COURSE.

Juniors.

Cargel, Kathryn M., 15 Avery St.,	Westfield
Fiske, Ruth, Main St.,	Palmer
Parker, Leila M., 55 High St.,	Springfield
Plumb, Cora M.,	Southwick
Willcutt, Ethel M.,	Chester

SPECIAL STUDENTS.

Bigelow, Luna E., 44 Jackson St.,	Springfield
Brodeur, Arthur G., 8 Mill St.,	Westfield
Burrows, Urania Geneve, 83 Main St.,	Shelburne Falls
Dow, Helen,	North Conway, N.H.
Easton, Frederic G., 70 Main St.,	Westfield
Eldridge, Mrs. E. D., 70½ Orange St.,	Westfield
Keife, Harriet R., 39 Day Ave.,	Westfield
Kress, Eva Julia, 28 King St.,	Westfield
Lathrop, Susie M.,	Suffield, Conn.
Mahoney, Evelyn C., 16 Princeton St.,	Westfield
Stearns, Mrs. W. L., 9 Clark St.,	Westfield
Stevens, Sara Effie, 43 Western Ave.,	Westfield
Thrasher, Ora R.,	Westfield

SUMMARY.

Seniors in general course,	51
Seniors in kindergarten course,	4
One-year course for college graduates,	2
One-year course for teachers,	5
Post graduates' course,	3
Juniors in general course,	62
Juniors in kindergarten course,	5
Special students,	13
Total,	145

Certificate Required for Admission to a Preliminary Examination.

.....190 .

.....has been a pupil in the

.....School for.....years and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof:

.....

.....

Signature of principal or teacher,.....

Address,.....

Certificate of Graduation and Good Character.

This is to Certify, that M.....

is a regular graduate of a four years' course of the.....

.....High School, and that, to the best of my knowledge and belief,.....he is a person of good moral character.

.....*Principal.*

.....190.....

Certificate of Good Health.

This is to Certify that I am personally and professionally acquainted with M....., and that, to the best of my knowledge and belief,.....he is free from any disease or infirmity that would unfit.....for the office of a teacher.

.....*M.D.*

.....190.....

Candidates will tear out above certificates and present them, properly filled and signed, at time of examination.